

## Inspection date

14 December 2015

Previous inspection date

8 July 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is inconsistent across the staff team. Some staff do not demonstrate an awareness of the different ways that children learn. Not all staff use what they know about individual children to challenge them with full effect while they play.
- Observation and assessment are not always precise enough to ensure that planning for learning is fully effective, so that every child makes best progress.
- Leadership and management systems for monitoring staff practice are not effective enough to ensure that teaching and planning for learning are consistently strong.
- Children's creative experiences are not fully supported. Staff do not consistently provide opportunities that inspire children to explore and experiment with different resources and materials.

### It has the following strengths

- Relationships between staff and children are good. Children are happy and settled.
- Parents share positive views about the provision. They say that communication between themselves and their child's key person is good.
- Children's individual health and care needs are well met by staff.
- Security systems are robust. Staff are fully aware of their responsibilities to supervise children and protect them from harm.
- Children's understanding of people, families and communities beyond their own is supported well by staff.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
■ improve the programme of professional development, offering guidance and targeted relevant training to raise the quality and consistency of teaching and improve outcomes for children	28/02/2016
■ ensure that observation and assessment are more consistently used effectively to plan and provide activities and support in order to help every child make as much progress as they can.	28/02/2016

### To further improve the quality of the early years provision the provider should:

- increase opportunities for children to use a range of media and materials that inspires exploration and experimentation.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with a representative of the provider and with the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Jan Burnet

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Arrangements for safeguarding are effective. Recruitment and selection procedures are clear and vetting procedures for staff are thorough. Staff are aware of local referral procedures and their responsibilities to protect children from abuse and neglect. Children's welfare is addressed well. The provider ensures that staff keep their child protection, first-aid and food hygiene knowledge up to date. Monitoring of staff practice is not fully effective to ensure that teaching and planning for learning are consistently good. There have recently been some changes to the organisation responsible for the provision. The new management team has identified weaknesses and devised an action plan, but this has not yet been fully implemented to improve the quality and consistency of teaching. Staff work well with parents and other professionals to support families who have complex needs.

### **Quality of teaching, learning and assessment requires improvement**

Staff practice is variable with regard to teaching and ensuring that all children consistently make best progress. Children's language development is generally promoted well. Young children and children with special educational needs are supported effectively to progress from saying single words to forming short sentences. However, there are times when their non-verbal communication goes unnoticed by staff. Young children develop manipulative skills and match shapes while they post them into shape sorters. Older children use scissors competently while they cut out their favourite toys from catalogues. They decide to stick these onto a blackboard which is fixed to the wall. They find solutions for themselves as they decide how to hold these pictures in place while at the same time cutting the sticky tape that they need. Children enjoy playing with sand and water. However, some staff fail to recognise the learning potential of these resources. For example, children do not gain an awareness of mathematical concepts with use of different-sized containers.

### **Personal development, behaviour and welfare are good**

Staff provide a safe, warm and welcoming environment. Children's emotional security is given a high priority by staff. A gradual settling-in period is agreed with parents in accordance with their child's needs. Children's self-esteem benefits from positive reinforcement as the major strategy for managing behaviour. Children learn to share, take turns and show consideration for others. Children's independence is addressed well. For example, they serve their own snack and they learn to put on their coats. They learn healthy habits, such as good hygiene practices. Children are active and practise physical skills in the outdoor area every day.

### **Outcomes for children require improvement**

Staff obtain some information from parents to determine starting points for learning. They observe and assess children, and learning generally builds on what they already know and can do. Most children reach expected levels of achievement and older children gain basic skills to prepare them for school. However, some children are not making as much progress as they can due to inconsistent teaching and planning for learning.

## Setting details

<b>Unique reference number</b>	EY290730
<b>Local authority</b>	Coventry
<b>Inspection number</b>	848763
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Coventry City Council
<b>Date of previous inspection</b>	8 July 2009
<b>Telephone number</b>	02476786868

Bell Green Surestart opened in 2004. It employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time only. Sessions are from 8.30am until 4pm. The setting provides funded early education for two-, three- and four-year-old children.

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